BAY AREA TEACHER QUALITY COLLABORATORY
PRINCIPLES OF HIGH QUALITY TEACHER PROFESSIONAL DEVELOPMENT

Preamble
July 1, 2000

"To Teach is to Learn Twice"
J. Joubert

Who are we?

The Bay Area Teacher Quality Collaboratory is committed to closing the academic achievement gap in K-16 education that separates traditionally underserved students (including children of color and poverty, English language learners, etc) from others, while raising achievement for all students. We are an alliance of K-12 teachers and administrators, teacher educators from local colleges and universities, and representatives of civic, corporate, foundation, and school reform communities. The Teacher Quality Collaboratory (under the leadership of Michael Kass) is administered by the 21st Century Education Initiative of Joint Venture: Silicon Valley Network and is funded by the William and Flora Hewlett Foundation and Pacific Bell. The goal of the Teacher Quality Collaboratory is to foster educational equity and excellence for Bay Area children by focusing on teacher preparation and teacher professional development throughout the region. Our work focuses on three arenas of change -- public policy, public engagement, and teacher education.

What is our work?

The Collaboratory's credo is that every child has a right to a qualified and caring teacher. Informed by research and years of personal and professional experience that documents the link between teacher quality and student achievement, the Collaboratory's mission is to provide a well-qualified, well-supported teacher in every Bay Area classroom within the next decade. Members of the teacher education subcommittee of the Collaboratory have worked together to draft a set of core principles defining high quality teacher education, including teacher preparation, induction, and ongoing professional development. These principles define teacher education as a continuous developmental process that requires the ongoing involvement of schools, districts, universities, and policy makers in order to be most effective.

Why do we offer these principles now?

Current research reveals that one of the most important factors influencing student learning is teacher expertise. High levels of student learning are dependent on teachers' knowledge of content, pedagogy, and human development; on teacher/student relationships; and on the opportunity to reflect on and improve practice. However, the recent and pervasive use of externally mandated accountability systems based on narrowly defined measures of student learning undermine the professional role and expertise of teachers. In contrast, these principles re-establish the role of the teacher as a professional who is central to the teaching/learning process.

What do the principles represent?

With these concerns in mind, the principles help to define the types and qualities of learning opportunities necessary for teachers to fully educate the diverse students of California. In order to support teachers' ability to foster social, ethical, and intellectual development for all students throughout their careers, these principles suggest the kinds of learning opportunities and resources teachers need toward this end rather than a prescription for how to do it. The California Standards for the Teaching Profession (CSTP) describe what teachers should know and be able to do. By contrast, these principles describe the systemic learning opportunities and experiences necessary for teachers to develop their knowledge, skills, and resources within a community of colleagues that sustains their development as they progress from pre-service to veteran teacher. These principles are based on the understanding that teachers are learners who need the support that comes from having continuous access to colleagues and ample time for reflection with them about practice, curriculum, and relationships with students, parents, and other teachers.

This document presents seven core principles. Each principle is illuminated by a number of elements that help to define how each of the principles "is put into practice". They elaborate the components of each principle and define what is necessary for the principle to be implemented in a high quality system of professional development.

For whom are the principles designed?

The principles are designed to be useful to the following educators as they work together to promote high quality professional development systems:

- Teachers -- to guide the creation of "learning communities" that engage colleagues in focused inquiry into and improvement of their practice.
- Principals and other school leaders -- to examine their professional development processes and efforts to support teachers, both new and veteran.
- University professors of education -- to design and evaluate teacher preparation programs.
- Collaborative networks of university, district and school educators -- to guide the development, implementation and evaluation of teacher development programs jointly planned and administered.
- Policy-makers -- to redesign university and school-based teacher preparation and professional development programs.

<u>**Contributing Authors**</u>
Jane Bernard-Powers, San Francisco State University College of Education
Linda Darling-Hammond, Stanford University School of Education
Angela Der Ramos, Salinas City Elementary School District
Michael Kass, Teacher Quality Collaboratory, Joint Venture: Silicon Valley Network
Vicki LaBoskey, Mills College Education Department
Nancy Markowitz, San Jose State University College of Education
Jane Meade-Roberts, California State University Monterey Bay College of Education
Ida Oberman, William and Flora Hewlett Foundation
Anna Richert, Mills College Education Department

Toby Ritenour, Spreckels Union School District
Tony Smith, Bay Area Coalition of Essential Schools
Dorothy Steele, Research Center for the Comparative Studies of Race and Ethnicity, Stanford
Lauri Steel, Silicon Valley Essential Charter High School
Andrea Whittaker, San Jose State University College of Education

PRINCIPLES OF HIGH QUALITY
TEACHER PROFESSIONAL DEVELOPMENT

Principle One: Equity and Excellence for All Students

Professional development systems are based on a fundamental commitment to equitable outcomes and high achievement for all students and the overarching purpose of schools and schooling to foster, sustain, and perpetuate a democratic and just society. In order to meet these goals, professional development systems must explicitly:

A. develop teachers' cultural competence and help them to critically analyze the roots of inequity and injustice,

B. prepare educators to recognize, identify, name and address institutional conditions and instances of inequities and injustices particularly related to race, class, language, gender and sexual orientation,

C. assist teachers to develop more close personal and positive working relationships with students and their families by personalizing teachers' own understanding of the range of needs and backgrounds of students.

D. engage teachers in implementing learning strategies that engage all students in learning toward high standards,

E. support teachers to understand and use assessment tools and disaggregate data to draw conclusions and revise curriculum and instruction,

F. assist educators to promote school climates, cultures and structures that recognize differential support needs for teachers who in turn develop differential strategies and supports for students,

G. recruit and support underrepresented groups into the profession and create learning climates that foster the valuing of diversity for teachers and students K-16.

Principle Two: A Common, Clear Vision of Good Teaching and Learning

Professional development systems articulate a common, clear vision of teaching and learning informed by and adapted from established standards and agreed-upon exemplary practices (i.e., CSTP, INTASC, NBPTS). This vision includes the following elements:

A. Learning is viewed as a meaning centered, developmental process and teachers are supported to: apply theories of learning to develop and teach appropriate lessons and units in and across the subject areas, in motivating and involving all students, in diagnosing student needs and achievements, in delineating cognitive outcomes of teaching for all learners, and in enhancing student's abilities to independently evaluate information, think critically, and reach sound conclusions.

B. Learning (for students and teachers) is viewed as an active, interactive, continuous, and dynamic process.

C. Fundamental to this is the idea that adults are learners just as are children, and that everyone learns best when there are ongoing opportunities to develop questions, investigate, reflect, apply and share knowledge in real-life contexts.

D. An agreement to enable all students to grow to become full participants in a diverse, democratic society.

E. A proactive commitment to equity for all students, including those who have been historically underserved on the basis of race, language, gender, culture, and/or class.

F. Best practices in schooling emphasize high expectations and flexible support for every student.

G. The professional development system promotes an ethic of care and respect in relationships with students and adults and models, supports, and challenges teachers to create caring learning environments that invite students to engage with subject matter in ways that are inclusive and mutually respectful of diverse cultures, linguistic patterns, learning styles, interests and achievements.

Principle Three: A Rigorous Core Curriculum

The professional development system includes a rigorous, core curriculum based on a common vision of teaching and learning and grounded in theory/research. This core curriculum/coursework:

A. is linked to experiences within learning communities and applies theory in the context of day to day practice,

B. focuses on learning as a meaning centered, developmental process and provides teachers with substantial knowledge of child and adolescent development, learning theory, cognition, motivation, and social contexts,

C. emphasizes both subject matter knowledge and subject matter pedagogy and is aligned with the subject matter standards developed by professional associations (i.e., NCTM, NCTE),

D. examines the social, cultural, political aspects of schooling and engages teachers in critically analyzing their own assumptions and in developing cultural competence.

Principle Four: Ongoing and Supported "In-Field" Experiences of Professional Development

Professional development systems offer ongoing fieldwork/clinical/"on the job" experiences within a learning community where high quality teaching and learning are explicitly modeled, practiced, reflected upon and revised to promote innovation. These experiences:

A. take place in culturally and linguistically diverse schools and communities committed to equity, access and excellence for all children,

B. are inextricably linked to the professional development curriculum and coursework with opportunities to observe and practice "best practices",

C. provide opportunities for teachers to develop, test, practice, reflect upon, and revise sophisticated practices as suited to one's own teaching contexts,

D. offer opportunities for teachers to develop and practice skills of mentoring by engaging in reflection on their own and their peers' practices,

E. are planned and evaluated collaboratively between university and school-based partners.

Principle Five: Problem/Inquiry-Based Methods/Strategies

The professional development system models and practices inquiry-based methods for examining one's practices within a learning community. The professional development systems:

A. provide multiple and sustained opportunities to engage in self directed inquiry about teachers' own practices, needs, development and the practice of others (through cases, portfolios, narratives and other reflective tools),

B. engage teachers in analyzing theory and research in the context of observed and lived practice,

C. provide teachers with tools to assess and diagnose students' academic, social, developmental, and emotional learning needs and in planning corresponding learning experiences,

D. engage teachers in examining and building on their own personal and professional prior knowledge and experiences as a basis for changing beliefs and practices.

Principle Six: Well-defined Standards of Practice and Performance

The professional development system has developed through consensus a common, clear vision of teaching and learning informed by and adapted from established standards and agreed-upon exemplary practices (i.e., CSTP, INTASC, NBPTS). These standards are used within professional development programs to:

A. define what professional educators should know and be able to do to meet the needs of diverse students and to teach their subject matter(s) in powerful ways,

B. plan, guide and assess professional development curricula, learning experiences, projects and field work on an ongoing, formative basis and in collaboration with all partners,

C. provide teachers with many examples of the kind of practice they are trying to develop, in setting their own professional development goals, and with frequent, substantive feedback about their progress toward the standards,

D. inform social and ethical behavior and provide the foundation for the norms and culture of both the university and partnering schools and districts,

E. guide teacher self-assessment and personal and program accountability that is internalized and integrated as natural elements of the learning community of university, college, and K-12 partners.

Principle Seven: Strong Relationships among Reform-minded Schools, Districts and Universities

Professional development systems require substantive and deep relationships between universities, colleges, K-12 schools and districts. These relationships are characterized by the following features:

A. Mutually agreed-upon high expectations and exemplary practices for student learning.

B. Horizontal continuity and coherence: there are clear and consistent collaboratively-developed links between preservice, induction, and continuing inservice education.

C. Vertical continuity and coherence: there are clear and consistent collaboratively-developed links between and across institutions (IHE/K-12).

D. A collaboratively-developed safe environment for experimentation, risk-taking, and expression of alternative points of view.

E. Ongoing opportunities for university, college and K-12 practitioners to engage in collaborative inquiry, reflection, analysis, action, and accountability.

F. Shared planning, design, implementation, and management of the professional development system.

G. Shared responsibility and accountability for student learning and student achievement in affiliated K-12 schools and districts.

POLICY GOALS, PRIORITIES, and PROPOSAL
of the TEACHER QUALITY COLLABORATORY

Policy Goal: Every Child Has a Right to a Qualified Teacher

Policy Priorities:
1. **Expand the Pool of Qualified Teachers**
   A. Expand pathways/pipeline (expand CAL T and APLE loans; reach into community colleges, high schools, etc.).
   B. Restructure licensure to ensure greater reciprocity with other states and more sensible testing procedures.
   C. Use greater enforcement and incentives to ensure that districts hire qualified teachers; phase out emergency permits and waivers by 2005.

2. **Raise and Equalize Teacher Salaries**
   A. Provide state funds to raise and equalize beginning salaries for fully qualified teachers to a common minimum level (at least $35,000-$40,000) adjusted for local cost of living and pupil needs.
   B. Provide a 10% ongoing salary increment for National Board Certification (pay for, support NBPTS).

3. **Provide Incentives for Teachers in Hard to Staff Schools**
   A. Support districts to provide incentives to maintain qualified teachers in hard to staff schools
   B. Provide incentives for expert teachers and principals to redesign schools and create new small schools in hard to staff areas.

4. **Expand Support for High Quality Teacher Preparation**
   A. Provide challenge grants to expand high quality teacher preparation programs that include high quality extended clinical experiences (for example, year long student teaching in professional development schools) linked to high quality coursework in content and pedagogy. Support programs that ensure high standards, equity and excellence for all children.

5. **Strengthen Professional Development**
   A. Restructure the school year to a 10 or 11 month work year to increase teacher salary and provide professional development.
   B. Support beginning teachers (ensure that BTSA expansion includes high quality mentoring and training).
   C. Restructure working conditions to allow for joint planning, collaboration (minutes during school day).